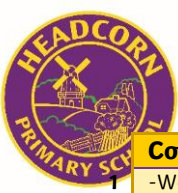




Discussion

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -Through talk and role play explore how others might think, feel and react differently from themselves and from each other -Explore different views and viewpoints -Write a sentence in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint 	<ul style="list-style-type: none"> -Give oral explanations of their and another's preference eg what they like to eat and why -Simple overall text structure includes brief introductionstating issue, points of view and concluding sentence -Some division between sections indicated eg paragraphs 	<ul style="list-style-type: none"> -Present tense 	<ul style="list-style-type: none"> - Full stops 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbialphrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Explore different views and viewpoints -Write sentences in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint 	<ul style="list-style-type: none"> -Simple overall text structure includes brief introductionstating issue, points of view and concluding sentence -Some division between sections included eg paragraphs 	<ul style="list-style-type: none"> -Imperative verbs -Comparative and superlative adjectives -Statements 	<ul style="list-style-type: none"> - Question marks - Exclamation marks 	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently, etc -Start a sentence with an adverbthat describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Write sentences in support of something and against the same thing recognising that both are 'right' dependent upon viewpoint -Simple viewpoints are presented although coverage may not be balanced -Selection of information is relevant and given in each section of the discussion -Simple description and detail add interest in each section 	<ul style="list-style-type: none"> -Simple overall text structure includes brief introductionstating issue, points of view and concluding sentence -Some division between sections indicated eg paragraphs -Within sections pronoun reference or vocabulary choicesgenerally maintain links between ideas -Clear opening and closing statements -Each point for the argument in separate paragraphs 	<ul style="list-style-type: none"> -Third person 	<ul style="list-style-type: none"> - Commas for fronted adverbials 	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where andwhat 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs
4	<ul style="list-style-type: none"> -Simple viewpoints are presented although coverage may not be balanced -Selection of information is relevant and given in each section of the discussion -Simple description and detail add interest in each section -Coverage is balanced, viewpoints are established and maintained in differentsections -Simple reflective comments, observations and detail add interest 	<ul style="list-style-type: none"> -Within sections, pronoun reference or vocabulary choicesgenerally maintain link between ideas -Clear opening and closing statements -Each point for the argument in separate paragraphs -Sections or paragraphs are clearly identifiable with someattempts at creating transitions between them 	<ul style="list-style-type: none"> -Formal language (and differences to informal language) 	<ul style="list-style-type: none"> -Commas for clauses 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
5	<ul style="list-style-type: none"> -Simple description and detail add interest in each section -Coverage is balanced, viewpoints are established and maintained in different sections -Simple reflective comments, observations and detail add interest -Simple evidence, to support each point of view, is given on some occasions 	<ul style="list-style-type: none"> -Clear opening and closing statements -Each point for the argument in separate paragraphs -Sections or paragraphs are clearly identifiable with someattempts at creating transitions between them -Wide range of connective devices to structure argument insentences and link paragraphs 	<ul style="list-style-type: none"> -Rhetorical questions 	<ul style="list-style-type: none"> -Commas for a range of clauses and conjunctions - Brackets, dashes, commas for parenthesis 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three mainclauses -Use a coordinating and subordinate conjunction with twomain and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause -Adverbs of degree
6	<ul style="list-style-type: none"> -Simple evidence to support each point of view is given -Stylistic devices are used to support argument eg use of rhetorical questions -Content is adapted and shaped for effect eg use of mini-interviews with people who are for or against the issue and who provide supporting evidence -Different styles are adopted appropriate to context eg use of passive mood to lend an air of impartiality ie animals are being hunted to the point of extinction -Lively opening and ending, detailed descriptions or comments manipulated to achieve particular effects and maintain reader's interests -Vocabulary carefully chosen to enhance writing and provide detail 	<ul style="list-style-type: none"> -Use a wide range of connective devices to structureargument in sentences and link paragraphs -Opening statement states issue and its importance -Each point for and against argument is contained in aparagraph with evidence -Each paragraph contains mini one-to-one debates -Concluding paragraph contains recommended course of action / solution 	<ul style="list-style-type: none"> -Exemplification conjunctions -Comparing and contrasting conjunctions -Results conjunctions -Order of sequence conjunctions -Causal conjunctions 		<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Explanation

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -Word choice shows some awareness of topic -Simple statements -Simple opening statement as an introduction -Simple closing statement -Information is clear to the reader: vocabulary choices describe the main features of the object (eg small, yellow) -Simple subject specific vocabulary choices are used 	<ul style="list-style-type: none"> -Understand and add to a simple flowchart or diagram that contains a process -Add labels or captions to a given flowchart or diagram explaining a process -Produce a simple flowchart or diagram independently -Simple statements are written under given headings to explain a process 	<ul style="list-style-type: none"> -Present tense -Simple past tense -Proper nouns (and use of capital letters) 	<ul style="list-style-type: none"> Full stops Question marks 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Write a simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object -Simple subject specific vocabulary is used -Relevant information is given in each section of the report and has some sequencing -Some development and detail is given in each section (eg made of very hard metal...) 	<ul style="list-style-type: none"> -Produce a simple flowchart or diagram independently (following a practical task) -Simple statements written under given headings to explain a process -Statements usually given in some level of order suggesting a process 	<ul style="list-style-type: none"> -First and third person with subject-verb agreement -Time adverbs 	<ul style="list-style-type: none"> - Question marks - Exclamation marks 	<ul style="list-style-type: none"> -Vary sentence type (statements, questions, exclamations and commands) -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually an 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Relevant information is given in each section of the report and is generally sequenced -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic -Some evidence of viewpoint -Vocabulary choices begin to draw the reader in, sometimes in an informal style (eg running on the spot gives you exercise and makes you lift those knees!) -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section 	<ul style="list-style-type: none"> -Statements are given in some level or order suggesting a process -Simple overall text structure given includes a brief introduction and concluding sentence -Some divisions between sections are indicated eg subheadings, bullet points and paragraphs -Similar information is grouped together and ordered logically -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together 	<ul style="list-style-type: none"> -Causal conjunctions: furthermore, also, in addition, moreover, as well -Rhetorical questions 	<ul style="list-style-type: none"> Commas for fronted adverbials 	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs
4	<ul style="list-style-type: none"> -Some evidence of viewpoint -Vocabulary choices begin to draw the reader in -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view 	<ul style="list-style-type: none"> -Some divisions between sections are indicated eg subheadings, bullet points and paragraphs -Similar information is grouped together and ordered logically -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together -Report is shaped to help the reader eg title, subheading, quotations (if needed) -Diagrams etc may be incorporated to aid explanation -Introduction sets a simple context and provides a clear sense of purpose -Sections or paragraphs clearly identifiable but transitions between them not always smooth -Conclusion clearly sums up the report 	<ul style="list-style-type: none"> -Formal language -Modal verbs 	<ul style="list-style-type: none"> Commas for clauses 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word
5	<ul style="list-style-type: none"> -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view -Content is well selected and clearly focused on the purpose of the article 	<ul style="list-style-type: none"> -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together (eg it is a circle covered in spikes, it can be used for...) -Report is shaped to help the reader eg title, subheading, quotations (if relevant) -Diagrams may be incorporated to add to explanation -Introduction sets a simple context and provides a clear sense of purpose -Sections or paragraphs clearly identifiable (although transitions may not be smooth) -Conclusion clearly sums up the report -Connections between ideas are established and maintained throughout eg by reference to previous part of the text 	<ul style="list-style-type: none"> -Relative clauses -Use of technical vocabulary -Causal conjunctions: as a result, as a consequence, since, therefore, for this reason 	<ul style="list-style-type: none"> -Parentheses using brackets and dashes 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Content is well selected and clearly focused on the purpose of the article -Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader's interests -Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted -Stylistic devices manipulated to support purpose and engage audience 	<ul style="list-style-type: none"> -Connections between ideas are established and maintained throughout eg by reference to previous part of the text. -Sections are ordered -Diagrams are added to provide further clarity -Relationships between paragraphs give structure to the whole article eg an engaging title followed by a focused introduction and ended with a focused conclusion -Conclusion draws together key features and includes reflective comments -Transitions between paragraphs are controlled -Sections within the report are sequenced for effect eg information is clearly prioritised and manipulated for maximum effect -Paragraphs vary in length and structure to create interest -Reports are carefully structured with balance of text and appropriate diagrams to enhance the explanation 	<ul style="list-style-type: none"> -Passive and active sentences 	<ul style="list-style-type: none"> -Colons to mark the boundary between clauses -Colon for the start of a list -Semicolons to mark the boundary between clauses 	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Information

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -Word choice show some awareness of topic -Can write simple statements -Simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object but some may be overused -Simple subject specific vocabulary choices are used -Maintain consistency in non-narrative including purpose and tense used. Relevant information is given in each section of the report and may be in sequence -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic 	<ul style="list-style-type: none"> -Use labels for drawings and diagrams, extended captions and simple lists for planning or reminding -Independently choose how to convey information, plan and follow it through -Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate -Design and create a simple ICT text -Create an alphabetically ordered dictionary or glossary of special interest words -Decide how to present information and make informed choices by using structures from different text types -Recount the same event in a variety of ways eg the form of a story, a letter, a news report 		<ul style="list-style-type: none"> Question mark Full stops 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Can write a simple opening statement as an introduction -Can write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object (eg small, yellow) but some may be overused -Simple subject specific vocabulary choices are used -Maintain consistency in non-narrative, including purpose and tense used -Relevant information is given in each section of the report on most occasions and may be in sequence -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic 	<ul style="list-style-type: none"> -Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate -Design and create a simple ICT text -Create an alphabetically ordered dictionary or glossary of special interest words -Decide how to present information and make informed choices by using structures from different text types -Recount the same event in a variety of ways eg the form of a story, a letter, a news report (focusing upon the information that needs to be conveyed) -Create alphabetically ordered texts, incorporating information from other subjects, own experience or derived from other information books -Create multi-media information texts -Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than other 	<ul style="list-style-type: none"> -Past / present tense -Similes -Time adverbs -Causal conjunctions 	<ul style="list-style-type: none"> Commas in a list 	<ul style="list-style-type: none"> -Vary sentence type (statement, questions, exclamation, command) -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually an 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Relevant information is given in each section of the report and may be sequenced -Some development and detail in each section (eg made of very hard metal; it could be put in a museum to show people what it looks like) -Some precision and authenticity in the choice of words and phrases related to the topic -Some evidence of viewpoint (although may not be sustained) -Vocabulary choices begin to draw the reader in, sometimes in an informal style -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section 	<ul style="list-style-type: none"> -Decide how to present information and make informed choices by using structures from different text types -Recount the same event in a variety of ways eg the form of a story, a letter, a news report (focusing upon the information that needs to be conveyed) -Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books -Create multi-media information texts -Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others -Fill out brief notes into connected prose -Present information from a variety of sources into one simple format eg chart, labelled diagram, graph -Edit work effectively to ensure the key information only is produced -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount 	<ul style="list-style-type: none"> -First / third person -Future tense (when offering suggestions) -Technical language 	<ul style="list-style-type: none"> Commas for fronted adverbials 	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs
4	<ul style="list-style-type: none"> -Some evidence of viewpoint (although may not be sustained) -Vocabulary choices begin to draw the reader in, sometimes in an informal style (eg running on the spot gives you exercise and makes you lift those knees!) -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view 	<ul style="list-style-type: none"> -Fill out brief notes into connected prose -Present information from a variety of sources in one simple format eg chart, labelled diagram, graph -Edit work effectively to ensure the key information only is produced -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount -Record and acknowledge sources in own writing -Summarise a passage, chapter or text in a specific number of words -Read passages and retell in 'own words' 	<ul style="list-style-type: none"> -Formal language 		<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
5	<ul style="list-style-type: none"> -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view -Content is well selected and clearly focused on the purpose of the article 	<ul style="list-style-type: none"> -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount -Record and acknowledge sources in own writing -Summarise a passage, chapter or text in a specific number of words -Read passages and retell in 'own words' -Select the appropriate style and form to suit a specific purpose and audience -Establish, balance and maintain viewpoints 		<ul style="list-style-type: none"> -Parentheses using dashes, brackets and commas 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Having gained general information on a topic, construct and follow a plan for researching further information -Evaluate the status of source materials, looking for possible bias and comparing different sources on the same subject -Recognise rhetorical devices used to argue, persuade, mislead and sway the reader -Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports and leaflets -Identify and use (as appropriate) characteristics of eg legal documents / consumer information such as footnotes, instructions, parentheses, headings, appendices and asterisks -Understand the way standard English varies in different contexts eg why legal language is necessarily highly formalised / why questionnaires must be specific etc 	<ul style="list-style-type: none"> -Content is well selected and clearly focused on the purpose of the article -Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader's interests -Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted -Stylistic devices manipulated to support purposes and engage audience eg he became very animated when he explained the unusual way families celebrate together 	<ul style="list-style-type: none"> -Exemplification conjunctions -Comparing and contrasting conjunctions -Addition of ideas conjunctions 		<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Instructions

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
2	<ul style="list-style-type: none"> -Think out and give simple oral instructions -Read and follow a short series of instructions in a shared context -Write a couple of consecutive instructions independently -Include direct / imperative language -Use of adjectives and adverbs limited to giving essential information 	<ul style="list-style-type: none"> -Contribute to class composition of instructions with adult scribe -Statement of purpose given, list of materials or ingredients and sequential steps written 	<ul style="list-style-type: none"> -Present tense -Second person -Simple sentences -Proper nouns 	-	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
3	<ul style="list-style-type: none"> -Use direct and imperative language -Use adjectives and adverbs limited to giving essential information -Remove any emotive language -Write simple instructions independently 	<ul style="list-style-type: none"> -Ensure that there is a statement of purpose, list of materials or ingredients and sequential steps -With support, compose instructions with additional diagrams 	<ul style="list-style-type: none"> -Second person -Imperative verbs -Time adverbs -Adverbs to start sentences 	-Commas in a list	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually an 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
4	<ul style="list-style-type: none"> -Read and compare examples of instructional texts evaluating their effectiveness -Research an area and then prepare a set of oral instructions. Try out with others and evaluate effectiveness. Review composition in light of feedback -Write clear written instructions using correct register and devices to aid the reader 	<ul style="list-style-type: none"> -Identify organisational devices with make instructions easier to follow eg lists, numbered, bulleted points, diagrams with arrows, keys -Use a brief opening statement to introduce the topic 	-	-Bullet points	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs
5	<ul style="list-style-type: none"> -Follow oral instructions of increased complexity 	<ul style="list-style-type: none"> -Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness -Identify sets of instructions which are for more complex procedures, or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features) -Introduction sets a simple context and provides a clear sense of purpose 	<ul style="list-style-type: none"> -Modal verbs -Formal language 		<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
6	<ul style="list-style-type: none"> -Give clear oral instructions to achieve the completion of a common task 	<ul style="list-style-type: none"> -Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness -Identify sets of instructions which are for more complex procedures or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features) 	<ul style="list-style-type: none"> -Colons to begin a list -Causal conjunctions 	<ul style="list-style-type: none"> -Parentheses using dashes, commas and brackets -Colons to begin a list 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
	<ul style="list-style-type: none"> -Use the language conventions and grammatical features of the different types of text as appropriate 	<ul style="list-style-type: none"> -Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types 	-	-	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Narrative

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -A simply structured story related to a given theme -Broadly chronological sequence of events with an opening that may describe a character or a place -Story events expanded through some ambitious vocabulary choices -Some inclusion of detail -Sequence of events which are explained and developed with a suitable conclusion -Time related words and phrases used to organise events -Dialogue sometimes attempted 	<ul style="list-style-type: none"> -Organisation of text is related to story-telling with a defined beginning, middle and end -Story is developed in a sequence of sentences -Story sequence indicated by time related words, phrases and clauses 	<ul style="list-style-type: none"> -Proper nouns -Pronouns -Adjectives -Past tense 	<ul style="list-style-type: none"> -Capital letters and full stops to create full sentences 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -A simple structured story related to a theme -Broadly chronological sequence of events with an opening that may describe a character or a place -Story events expanded through some apt vocabulary choices -Some inclusion of detail or dialogue -Sequence of events which are explained and developed with a suitable conclusion -Time related words and phrase used to organise events eg when he eventually caught up -Attempts to create interest by posing a problem or suspense -Dialogue sometimes used to move the action on 	<ul style="list-style-type: none"> -Organisation of text is related to story-telling with a defined beginning, middle and end 	<ul style="list-style-type: none"> -Present and past tense -Time adverbs -First, second, third person -Expanded noun phrases -Similes -Complex sentences 	<ul style="list-style-type: none"> -Apostrophes to show omission (particularly within informal speech) 	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Sequence of events which are explained and developed with a suitable ending -Time related words and phrases used to organise events eg when he eventually caught up -Attempts to create interest by posing a problem eg 'when I got there, it had gone' or creating suspense eg 'suddenly I felt something touch my feet' -Dialogue sometimes used to move the action on -Some development of character and plot eg may introduce an element of uncertain clarity of what is to happen -Links made to events in original story to build up contextual detail -Some evidence of narrator's or characters' reactions to events -Characters' feelings or attitudes mainly consistent with original story 	<ul style="list-style-type: none"> -Story is developed in a sequence of sentences but some transitions may be awkward -Story sequence indicated by time related words, phrases and clauses -Paragraphs / sections may mark divisions in narrative -Some connection between sentences built up by reference to characters / events in story -Shifts in time and place help to shape the story 	<ul style="list-style-type: none"> -Synonyms to improve verb choices -Fronted adverbial phrases -Varied sentence openers -Complex sentences using subordinate conjunctions: until, although, even if -Exaggerated language (hyperbole) 	<ul style="list-style-type: none"> -Inverted commas (accurate use) 	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start sentences with adverbs
4	<ul style="list-style-type: none"> -Development of character and plot eg may introduce an element of uncertain clarity of what is to happen -Links made to events in original story to build up contextual detail eg 'Legs ran as fast as she could but she was tired from the earlier run to the hospital' -Some evidence of narrator's or characters' reactions to events -Characters' feelings or attitudes mainly consistently with original story -Attempts at humour or building anticipation enlivens the narrative eg using amusing dialogue between characters, vocabulary carefully chosen to describe the characters' behaviour -Viewpoint is established and maintained eg narrative is sympathetic about or disapproving of main characters 	<ul style="list-style-type: none"> -Paragraphs / sections may mark divisions in narrative -Some connection between sentences built up by reference to characters / events in story eg Paul went...but they got bored after a while. -Shifts in time and place help to shape the story eg 'When I got to the shelves...' -Within the paragraphs, connected sequences of events may be developed around a main sentence -References within the text strengthen cohesion eg relationships between the characters 	<ul style="list-style-type: none"> -Informal and formal language (knowing that informal can be used within inverted commas) -Compound sentences -Power of 3 for description 	<ul style="list-style-type: none"> - Possessive apostrophe -Inverted commas where the speech is preceded by the speaker eg Mary yelled, "Sit down immediately!" -Ellipses 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
5	<ul style="list-style-type: none"> -Some evidence of narrator's or characters' reactions to events -Characters' feelings or attitudes mainly consistent with original story -Attempts at humour or building anticipation enlivens the narrative eg using amusing dialogue between characters; vocabulary carefully chosen to describe the character's behaviour -Viewpoint is established and maintained eg narration is sympathetic about or disapproving of main characters -Story form adapted to suggest a realistic situation eg use of pacing to prepare reader for main events; presentation of characters to interest the reader 	<ul style="list-style-type: none"> -Shifts in time and place help to shape the story eg when I got to the shelves -Within the paragraphs, connected sequences of events may be developed around a main sentence -References within text strengthen cohesion eg relationships between the characters (Sally / her mother) -Relationships between paragraphs give structure to the whole story eg link between opening and resolution 	<ul style="list-style-type: none"> -Relative clauses to add detail -Complex sentences starting with a subordinate clause -Metaphors -Personification -Emotive language -Modal verbs to show possibility eg might, should, will, must 	<ul style="list-style-type: none"> -Brackets, dashes and commas for parentheses 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Story form adapted to suggest a realistic situation eg use of pacing to prepare reader for main events; presentation of characters to interest the reader -Writing engages reader in a variety of ways eg direct address (would I get the game?); repetition for effect (Tim ran, the boy ran, but...) -Changes in adaptation eg with-holding information to build suspense, contribute to overall impact and engage reader -Opinions, attitudes and feelings expressed using a range of stylistic devices eg use of figurative language to build up the description of the crowd eg 'everyone charged like a buffalo' -Plot control is evident through well placed information that becomes significant at a later stage 	<ul style="list-style-type: none"> -Relationship between paragraphs gives structure to the whole story eg link between opening and resolution -Reference to character / events / settings varied to avoid repetition eg by omission of words (ellipsis) eg 'Aah, we have...!' -Paragraphs are varied in length and structure to add effect 	<ul style="list-style-type: none"> -Emotive language -Informal/formal speech -Indefinite pronouns 	<ul style="list-style-type: none"> -Semicolons -Colons 	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Non-chronological Reports

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -Word choice shows some awareness of topic -Simple opening statement as an introduction -Simple closing statement -Writing addresses given headings with some additional details -Information is clear to reader; simple vocabulary choices show awareness of topic -Relevant information is given in each section of the report 	<ul style="list-style-type: none"> -Writing mainly addresses given headings -Some use of simple conjunctions (and, because) -Writing set out under given headings with some additional detail given -Short sequence of informative points -Ideas expressed in simple form -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases 	<ul style="list-style-type: none"> -Proper nouns (capital letters) -Present tense -Past tense 		<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Write a simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional details -Information is clear to reader; simple vocabulary choices show awareness of topic -Relevant information is given in each section of the report with limited vocabulary choices relating to the topic 	<ul style="list-style-type: none"> -Writing set out under given headings with some additional detail given eg it had something inside it -Short sequence of informative points – some ideas grouped together -Ideas expressed in simple form, grouped around main topics -Some sentences linked by the topic -Relationships between ideas usually marked by simple conjunctions -Short series of informative points – ideas may be mainly based on personal experience -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases 	<ul style="list-style-type: none"> -Third person -Starting a sentence with the continuous/progressive tense ('ing') 	<ul style="list-style-type: none"> -Commas in a list 	<ul style="list-style-type: none"> -Vary sentence type (statement, questions, exclamations and commands) -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually an 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Relevant information is given in each section of the report with limited vocabulary choices relating to the topic -A range of relevant information is given in each section of the report -Development and detail in each section provide more interest for the reader -Vocabulary choices draw reader in, sometimes using an informal style 	<ul style="list-style-type: none"> -Short series of informative points – ideas may be mainly based on personal experience -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases -Brief introduction and concluding sentence ensures that the report has structure -Begins to use a variety of organisational devices to structure and divide report into sections eg numbered lists, bullet points, headings etc 	<ul style="list-style-type: none"> -Technical vocabulary -Rhetorical questions 		<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start sentences with adverbs
4	<ul style="list-style-type: none"> -A range of relevant information is given in each section of the report -Development and detail in each section provides more interest for the reader -Vocabulary choices draw reader in, using an informal style -Information given in each section links together 	<ul style="list-style-type: none"> -Begin to use a variety of organisational devices to structure and divide report into sections eg numbered lists, bullet points, headings etc -Similar information grouped together. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Text structure includes an introduction paragraph providing a clear sense of purpose and a closing paragraph summing up report -Main points in paragraphs supported by relevant detail -New sections / paragraphs are indicated using subheadings, bullet points, introductory phrases 	<ul style="list-style-type: none"> -Formal (and informal) language -Rhetorical questions 	<ul style="list-style-type: none"> -Commas for clauses 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
5	<ul style="list-style-type: none"> -Development and detail in each section provides interest for the reader -Vocabulary choices draw reader in, sometimes in an informal style -Information given in each section links together -Some use of technical and specific vocabulary 	<ul style="list-style-type: none"> -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Text structure includes an introduction paragraph providing a clear sense of purpose and a closing paragraph summing up report -Main points in paragraphs supported by relevant detail -New sections / paragraphs are indicated eg using subheadings, bullet points, introductory phrases -Connections between ideas established and maintained eg by references to the previous part of the text 	<ul style="list-style-type: none"> -Relative clauses -Logical conjunctions 	<ul style="list-style-type: none"> -Parenthesis using dashes, commas and brackets -Colons to start a list 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Use of formal depersonalised style -Content is well selected and clearly focused on purpose of the report -Detailed descriptions and comments manipulated to achieve particular effect and maintain readers' interest -Use of technical or specific vocabulary is used and explained -Main points in paragraphs supported by relevant detail -A range of comparative relationships may be built up and thematic links/vocabulary are evident 	<ul style="list-style-type: none"> -Connections between ideas established and maintained eg by reference to the previous part of the text -Relationships between paragraphs give structure to report eg engaging followed by focused introduction and well controlled coverage of a range of information -Conclusion draws together key features and may include reflective comments -Relationships between paragraphs give structure to the whole article 	<ul style="list-style-type: none"> -Passive and active sentences 	<ul style="list-style-type: none"> -Semicolons 	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Persuasion

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers
1	<ul style="list-style-type: none"> -Through games and role play begin to explore what it means to persuade or be persuaded and what different methods may be effective -Evaluate simple persuasive devices eg say which TV advert might make them want to buy something and why 	<ul style="list-style-type: none"> -Use examples from captions, pictures, posters and adverts that are trying to persuade 	<ul style="list-style-type: none"> -Present tense -Past tense 	<ul style="list-style-type: none"> -Full stops 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Understand, through exploring simple persuasive texts, what the documents are trying to do and some of the ways that they do it -Say which posters in a shop or TV advert would make them want to buy something and why 	<ul style="list-style-type: none"> -Create simple signs, posters and adverts (involving words and other modes of communication) to persuade others to do, think or buy something 	<ul style="list-style-type: none"> -Future tense -Imperative verbs -Causal conjunctions -Statements 	<ul style="list-style-type: none"> -Exclamation marks 	<ul style="list-style-type: none"> -Vary sentence type (atements, questions, exclamations and commands) -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Read and evaluate a wider range of simple persuasive texts explain and evaluating responses -Begin to use words, pictures and other communication modes to persuade others 	<ul style="list-style-type: none"> -Start to use, and recognise the impact of, different structures of persuasive writing 	<ul style="list-style-type: none"> -First/second/third person -Groups of three -Exaggerated language (hyperbole) -Generalisation / quantifiers 	-	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs
4	<ul style="list-style-type: none"> -Distinguish between texts which try to persuade and those that simply inform -Investigate how style and vocabulary are used to convince the reader -Evaluate advertisements for their impact, appeal and honesty focusing on how the product is presented, exaggerated claims, tactics for grabbing the attention, linguistic devices such as puns, jingles, alliteration, invented words -Explore the use of connectives eg adverbs, adverbial phrases, conjunctions to structure a persuasive argument eg 'if...then', 'on the other hand', 'finally' 	<ul style="list-style-type: none"> -Analyse how a particular view can most convincingly be presented eg ordering points to link them together, how statistics, graphs, images, visual aids eg can be used to support and reinforce arguments -Assemble and sequence points in order to plan the presentation of a point of view -Link points persuasively and select style and vocabulary appropriate to the listener / reader 	<ul style="list-style-type: none"> -Formal language -Comparative and superlative adjectives -Modal verbs -Repetition -Emotive language 	<ul style="list-style-type: none"> -Commas 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials
5	<ul style="list-style-type: none"> -Read and evaluate letters eg from newspapers or magazines intended to inform, protest, complain, persuade considering how they are set out and how language is used to gain attention, respect, manipulate -Read other examples eg newspaper comment to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact -Investigate use of persuasive devices such as words and phrases eg 'surely...', 'it wouldn't be very difficult...', persuasive definitions eg 'no one but a complete idiot', rhetorical questions eg 'are we not expected to?' 	<ul style="list-style-type: none"> -Draft and write individual, group or persuasive letters for real purpose -Construct an argument in note form or full text to persuade others of a point of view and present to the class -Understand how persuasive writing can be adapted for different audiences and purposes eg by using formal language where appropriate 	<ul style="list-style-type: none"> -Indefinite pronouns -Exemplification -Connectives -Summarising conjunctions -Rhetorical questions 	<ul style="list-style-type: none"> -Parenthesis using dashes, commas and brackets 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Effectively use expression -Sequence and link points made -Provide persuasive examples, illustration and evidence -Pre-empt or answer potential objections -Appeal to the known views and feelings of the audience 	<ul style="list-style-type: none"> -Use persuasive language techniques to deliberately influence the reader -Develop a point logically and effectively -Support and illustrate points persuasively -Tailor the writing to formal presentation where appropriate -Use conditionals eg using 'if...then, might, could, would and their persuasive uses eg in deduction, speculation, supposition -Build a bank of useful terms and phrases for persuasive argument eg similarly...whereas 	<ul style="list-style-type: none"> -Use statistics -Making opinion appear as fact -Use of the subjunctive 	-	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction



Poetry

	Analysing	Creating	Grammar	Punctuation	Performing
1	<ul style="list-style-type: none"> - Discuss own response and what poem is about - Talk about favourite words or parts of a poem - Notice the poem's pattern 	<ul style="list-style-type: none"> - Invent impossible ideas eg magical wishes - Observe first hand experiences using the senses and choose words to describe this - List words and phrases - Use a repeating pattern or line 	<ul style="list-style-type: none"> - Adjectives - Antonyms and synonyms 		<ul style="list-style-type: none"> - Perform in unison following the rhythm and rhyme and keeping in time - Imitate and invent actions to go with poems
2	<ul style="list-style-type: none"> - Talk about own views, the subject matter and meanings - Comment on which words have most effect (noticing alliteration) - Discuss simple poetry patterns 	<ul style="list-style-type: none"> - Experiment with alliteration to create humorous and surprising combinations - Make adventurous word choices to describe observed experiences - Create a pattern or shape on the page - Use simple repeating phrases or lines as models 	<ul style="list-style-type: none"> - Alliteration - Similes - Expanded noun phrases 		<ul style="list-style-type: none"> - Perform individually or together - Speak audibly and clearly - Use actions and sound effects to add to a poem's meaning
3	<ul style="list-style-type: none"> - Describe the effect a poem has and suggest possible interpretation - Discuss choice of words and their impact - Notice how the poet 'creates sounds' by using alliteration, rhythm or rhyme - Explain the pattern of different simple forms 	<ul style="list-style-type: none"> - Invent similes and experiment with word play - Use powerful nouns, adjectives and verbs - Experiment with alliteration to aid description - Write free verse - Borrow or create a repeating pattern 	<ul style="list-style-type: none"> - Specific nouns - Collective nouns - Onomatopoeia 		<ul style="list-style-type: none"> - Perform individually or chorally - Vary volume, experimenting with expression and use pauses for effect - Use actions, voices, sound effects and musical patterns to add to a performance
4	<ul style="list-style-type: none"> - Describe poem's impact and explain own interpretation by referring to the poem - Comment on the use of similes and expressive language used to create images, sound effects and atmosphere - Discuss the poem's form and suggest the effect on the reader 	<ul style="list-style-type: none"> - Use language playfully to exaggerate or pretend - Use similes to build images and identify clichés in own writing - Write free verse - Use a repeating pattern - Experiment with simple forms 	<ul style="list-style-type: none"> - Prepositions - Repetition 		<ul style="list-style-type: none"> - Vary volume, pace and use appropriate expression when performing - Use actions, sound effects, musical patterns and images to enhance a poem's meaning
5	<ul style="list-style-type: none"> - Discuss poet's possible viewpoint, explain and justify own response and interpretation - Explain the use of unusual or surprising language choices and effects such as onomatopoeia and metaphors and comment on how this influences meaning - Explore imagery including metaphor and personification - Compare different forms and describe impact 	<ul style="list-style-type: none"> - Invent nonsense words and situations and experiment with unexpected word combinations - Select powerful words that are linked to the senses eg click, greasy, jagged - Use carefully observed details and apt images to bring subject matter alive - Avoid clichés in writing - Write free verse - Use and invent repeated patterns - Attempt different forms, including rhyme for humour 	<ul style="list-style-type: none"> - Metaphors - Personification 		<ul style="list-style-type: none"> - Vary pitch, pace, volume, expression and use pauses to create impact - Use actions, sound effects, musical patterns, images and dramatic interpretation
6	<ul style="list-style-type: none"> - Interpret poems, explaining how the poet creates shades of meaning, justify own views and explain underlying themes - Identify a specific focus selecting for comment or question that which is relevant - Explain the impact of figurative and expressive language 	<ul style="list-style-type: none"> - Use language imaginatively to create surreal, surprising, amusing and inventive poetry - Use simple metaphors and personification to create poems based on real or imagined experience - Experiment with figurative language to convey a sense of character and setting - Select patterns or form to match meaning and own voice - Experiment with presenting similar material in different forms and styles of poetry 			<ul style="list-style-type: none"> - Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form - Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT



Recount

	Composition and Effect	Text Structure and Organisation	Grammar	Punctuation	Sentence Structure	Sentence Openers	
1	<ul style="list-style-type: none"> -Write simple recounts linked to topics of interest / study or personal experiences (eg our day at school) -Word choice shows some awareness of topic -A simple opening and concluding statement are used -Recount is structured in chronological order 	<ul style="list-style-type: none"> -Write sentences to match pictures or sequences of pictures illustrating an event -Use experiences of simple recounts as a basis for composition eg retelling, substituting or extending -Begin to recognise generic structure of recounts eg ordered sequence of events, use of words like 'first, next, after, when' -Write simple recounts using the language of texts read as models for own writing, maintaining consistency in tense and person 	<ul style="list-style-type: none"> -Past tense -Proper nouns 	<ul style="list-style-type: none"> -Full stops 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we) 	
2	<ul style="list-style-type: none"> -Word choice shows some awareness of topic -Opening and closing statements are effective -Recount is structured in chronological order 	<ul style="list-style-type: none"> -Begin to have the ability to recount the same event in a variety of ways such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns 	<ul style="list-style-type: none"> -Similes -Time adverbs -Adverbial phrases -Prepositional phrases 	<ul style="list-style-type: none"> -Exclamation marks 	<ul style="list-style-type: none"> -Vary sentence type (statements, questions, exclamations and commands) -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually an 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never 	
3	<ul style="list-style-type: none"> -Write simple recounts linked to topics of interest / study or personal experience in chronological order -Recount is structured in chronological order -Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest / study or personal experience -Some evidence of viewpoint used but may not be maintained -Vocabulary choices draw reader in -Selection of information is relevant and given in each section of the writing -Simple description and detail add interest in each section -Beginning to use a style of language appropriate to context eg language used specifically for a diary extract or a police report 	<ul style="list-style-type: none"> -Recount the same event in a variety of ways such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns -Simple overall chronological text structure includes a brief introduction, middle and concluding sentence -Some divisions between sections indicated eg paragraphs -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas 	<ul style="list-style-type: none"> -Third/first person (pronouns) 		<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with adverbs 	
4	<ul style="list-style-type: none"> -Relevant information is given in each section of writing with some vocabulary choices relating to topics of interest / study or personal experience -Some evidence of viewpoint used although it may not be maintained -Vocabulary choices draw reader in -Selection of information is relevant and given in each section of the writing -Simple description and detail add interest in each section -Style of language that is appropriate to context is beginning to be used eg language used specifically for a diary extract or police report -Ideas selected and adapted to engage reader eg interesting facts and background information -Simple reflective comments, observations and detail add interest in conclusion -Viewpoint is established and is usually from the author's point of view 	<ul style="list-style-type: none"> -Simple overall chronological text structure includes a brief introduction, middle and concluding sentence -Division between sections indicated by paragraphs -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Introduction orientates the reader and provides a clear sense of purpose ie what the writing is about, when and where events take place and who is involved -Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward -Concluding statement in place to summarise writing 	<ul style="list-style-type: none"> -Formal/informal language dependent on text type 	<ul style="list-style-type: none"> -Commas for fronted adverbials -Commas for clauses 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word -Fronted adverbials 	
5	<ul style="list-style-type: none"> -Simple description and detail add interest in each section -Using a style of language that is appropriate to the context -Ideas selected and adapted to engage the reader eg interesting facts and background information -Simple reflective comments, observations and detail add interest in conclusion -Viewpoint is established ie usually from the author's point of view -Some degree of formality apparent in writing 	<ul style="list-style-type: none"> -Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Introduction orientates the reader and provides a clear sense of purpose ie what the writing is about, when and where events take place and who is involved -Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward -Concluding statement in place to summarise writing -Connections between ideas established and maintained eg by reference to previous part of text -Use a range of conjunctions and connective phrases to structure writing and indicate the passing of time 			<ul style="list-style-type: none"> -Colons 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Some degree of formality apparent in the writing -Uses style of language appropriate to context eg language used specifically for a diary extract -Content is well selected and clearly focused on the purpose of the recount -Lively opening and detailed descriptions or comments are manipulated to achieve particular effects and maintain reader's interests -Vocabulary is carefully chosen to enhance writing and provide detail 	<ul style="list-style-type: none"> -Connections between ideas are established and maintained eg by reference to previous part of the text -Use a range of conjunctions and connective phrases to structure writing and indicate the passing of time 			<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction 	

